



ANSC 3320
Teaching in Laboratory Settings
Fall 2015



Instructor

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Or by appointment

Time and Location

W 2:00pm – 4:50pm – 135 RAS; various other locations

Course Description

This course is designed to introduce pre-service agricultural education teachers to laboratory integration into the agricultural education curriculum at the secondary level. Emphasis will be placed on skill acquisition, developing knowledge of laboratory components in agriscience, laboratory utilization, facilitating student learning in the laboratory setting, appropriate teaching methods and techniques, curriculum applications, and classroom resources. Course content will be presented during the semester-long course and travel to off-campus sites will be required.

Course Objectives

Upon completion of this course, the learner will be able to:

1. Assess the role of laboratory integration in agricultural education.
2. Properly design, manage, and evaluate agriscience projects.
3. Develop a system by which to evaluate agriscience laboratory activities and projects.
4. Develop and implement an agriscience laboratory safety instructional program.

(ANSC) Program Learning Outcomes:

Student will demonstrate that he/she is able to:

1. Apply livestock management techniques to the care and sustainable management of domestic and captive animals,
2. Demonstrate the basic skills of interpreting information gathered in a research setting,
3. Apply critical thinking skills to deal with potential challenges in diverse animal sciences and related industries,
4. Develop problem solving skills, and
5. Demonstrate the ability to communicate through written, spoken, and graphical methods.

TEA AFNR Educator Standards

The AFNR teacher understands:

1. The foundations of agricultural education,
2. How to advise and assist students in career planning and development and how to promote student development through SAE, and
3. How to promote student growth through student leadership development organizations.

Required Texts

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. L. (2008). *Handbook on Agricultural Education in Public Schools* (6th ed.). Clifton Park, NY: Thomson Delmar Learning.

Other articles as assigned – provided by instructor

DESCRIPTION OF COURSE ASSIGNMENTS

Discussion Posting

First Discussion: On the discussion board, post your beliefs about why and how agriculture teachers utilize laboratory settings. This should be completed by September 4th. Your posting should be thorough, including examples, any personal experiences, and justification for your beliefs.

Final Discussion: After your experiences in this class, your beliefs about why and how teachers utilize laboratory settings may have changed. Add a thread to your original post on the discussion board reflecting on how your views have changed and why you now think differently. Again, this posting should contain examples and personal experiences to support your views.

Facility Design

You will design a facility of your choice to be utilized by a secondary agricultural education program. The facility should be drawn to scale from a birds-eye view and be adequately labeled. Additional requirements are listed on the assignment rubric.

Questions for Laboratory Site Visits

You will be responsible for creating a minimum of 2 unique questions for each weekly on-site laboratory visit. You will post your unique questions on Blackboard by Monday at 12:00 PM (noon) prior to each laboratory site visit. You should not post a similar question to one that has been previously posted.

Safety Exam

You will design a safety exam for the laboratory of your choice. The safety exam should be set up to be taken by students before they are permitted to work in the laboratory. The exam should be of appropriate length to adequately assess necessary safety aspects, and should include a variety of question formats as is warranted by the safety aspects.

Laboratory Activity

You will be required to create one activity that can be used in the lab of your choice. The activity may not be one that we used during class. You should include the expected learning student learning outcomes, a description of the activity, and a way to assess the learning.

Field Trip Design

As a group you will be responsible for designing and executing a field trip. You will be required to find a suitable agricultural venue, organize the details of the field trip, create the expected learning outcomes of the field trip, and execute the field trip. The class will travel to your field trip destination and participate in the activities you have planned. The field trip should be somewhere close enough to Alpine that the class can travel back afterward and the group can debrief the rest of the class. Each member of the group must also submit a one-page reflection paper concerning their experiences planning the field trip.

Participation, Attendance, and other assignments

A high degree of engagement is expected and will contribute to your learning as an active participant. This includes interacting with the speakers and other students, completing your degree plan and being prepared to participate in class discussions. This class is the beginning of your journey to becoming a professional. Evidence of professionalism includes attendance, collegial attitude, participation, and punctuality.

Course Assignments	Points	Due
Discussion Posting (2 @ 50 pts each)	100 pts	September 4 & December 10
Safety Exam	150 pts	1 week after the lab you choose
Facility Design	150 pts	December 4
Questions for Laboratory Site Visits	100 pts	Weekly
Field Trip Planning & Execution	150 pts	November 20 & December 4
Laboratory Activity	100 pts	1 week after the lab you choose
Participation, Attendance, & Other Assignments	50 pts	

Grading Scale

A = 900-1000 pts
 B = 800-899 pts
 C = 700-799 pts
 D = 600-699 pts
 F = below 600 pts

Attendance and Make-up Exams and Assignments

Students' class attendance and participation are expected. Any assignments turned in late will not receive full credit. 10% will be deducted for every day an assignment is late. No consideration of extending a due date will be considered on the day an assignment is due, students should contact the instructor if they are expecting to be unable to meet a deadline.

Any time instruction is missed, for any reason, it will count as an absence. College approved field trips, and competitive and leadership development events (with prior instructor approval) are considered legitimate and with proper documentation will not be considered an absence. Seeking an extended deadline due to the above mentioned absences should be arranged before missing the course meeting. In case of emergencies, arrangements for completing assignments should be made immediately upon return to campus.

Use of technology during instruction

This class is part of your journey to becoming a professional, and the use of personal cell phones, iPads, computers, and other electronic devices can distract learning for all individuals and create an unprofessional environment. However, electronic devices can also be powerful tools to be used in the learning process. Therefore, the use of electronic devices for class purposes, such as note-taking and internet searches is allowed. But, remember that you are now a professional and will be required to act accordingly. So, if you choose to use electronic devices in the classroom, do so in a professional manner.

Academic Honesty

On all work submitted for credit by students at the university, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

As members of a learning community, all should strive to be honest in all endeavors. A fundamental principle is that the whole process of learning and pursuit of knowledge is diminished by cheating, plagiarism and other acts of academic dishonesty. In addition, every dishonest act in the academic environment affects other students adversely, from the skewing of the grading curve to giving unfair advantage for honors or for professional or graduate school admission. Therefore, the university will take severe action against dishonest students. Similarly, measures will be taken against faculty, staff and administrators who practice dishonest or demeaning behavior.

About the Course

Being a high school agriculture teacher is a rewarding profession, and this course is designed to help

you develop your expertise and professionalism as an agricultural educator. As a teacher you will be expected to develop a total agricultural education program. Therefore, the activities you will be required to complete work toward achieving this goal. In line with this, there are some expectations that I have of you, and conversely, there are some expectations that you should have of me. The expectations for this course are as follows:

I will expect you to:

- Complete all assignments thoroughly, in a timely manner.
- Attend all classes, unless there are extenuating circumstances, which you should inform me of as soon as possible.
- Be on time for all class sessions and activities
- Look at each assignment as an occasion for you to learn, and make the most of every learning opportunity.
- Be honest and submit your own original work.
- Participate in class discussions and activities; this helps you as well as all of your classmates.
- Enjoy this class!

You can expect me to:

- Provide learning opportunities that advance your knowledge and development in agricultural education.
- Be available before and after class, during office hours, and at other times (I have an open door policy) to provide assistance and answer your questions.
- Be fair in my grading and assessment of your work.
- Provide you with timely, constructive feedback on your work.
- Enjoy this class!

About Me

I grew up in Elgin, Texas where I was a member of my high school FFA chapter. I attended Texas A&M University and received my BS degree in Animal Science. Afterwards, I worked for HEB Grocery Company for 2 years as a meat processor and then for Ruffino Meats as a sausage processing manager. My love of FFA and agricultural education led me to pursue my Master's degree in AgEd at Texas A&M. I was a high school ag teacher at Greenwood High School in Midland, Texas for three years. I then went to the University of Florida to work on my PhD in AgEd.

Reasonable Accommodation Statement

It is the SRSU policy to provide reasonable accommodation to students with disabilities. If you would like to request such accommodations because of physical, mental, or learning disabilities, please contact the ADA coordinator in Student Services: Ferguson 112, 837-8203.

ANSC 3320 Course Calendar (Subject to change)

Dates	Topics / Learning Experiences
Aug. 26	Introduction, Syllabus, Scientific Method/Inquiry, Purpose of lab settings, Safety
Sep. 2	Animal Handling Facilities – cattle, sheep, goats, swine – SRSU feedlot
Sep. 9	Field Trips – o6 Ranch – Rod Devoll
Sep. 16	Truck/Trailer and Tractors – SRSU
Sep. 23	Ag Mechanics – woodworking, safety, electrical – IT building
Sep. 30	Science lab activities – Soils lab with Dr. Bonnie Warnock
Oct. 7	Program visits***
Oct. 17 (Sat)	No class this Wednesday, we will meet Saturday at the AHS ag barn – Livestock fitting and showing with Mr. Fox, Alpine High School AST
Oct. 21	Greenhouse – Karen Little
Oct. 28	Agriscience Fair – Dr. Rudy Ritz, Texas Tech University
Nov. 4	Meats Lab
Nov. 11	Student-led field trip
Nov. 18	Student-led field trip
Nov. 25	Happy Thanksgiving!
Dec. 2	Student-led field trip